

AMAOs: An In Depth Look

No Child Left Behind, Title III, Section 3122

AMAO:

Annual Measureable Achievement Objectives

“Each State educational agency...shall develop annual measureable achievement objectives for limited English proficient children served...that relate to such children’s development and attainment of English proficiency while meeting challenging State academic content and student achievement standards...”


Section 3122 (a)

The Three Parts AMAO Performance Objectives

1. Annual increase in the number and percent of LEP students **making progress** in learning English
2. Annual increase in the number and percent of LEP students reaching **attainment** of English proficiency
3. Making **Adequate Yearly Progress (AYP)** for LEP students

Data Used to Determine AMAOs

AMAO	Data Used
AMAO I: Making Progress	LAS Links
AMAO II: Attainment of Proficiency	LAS Links
AMAO III: AYP	ISTEP+ LEP sub-group



**Let's Take a Closer Look at
Each Performance
Objective...**

AMAO I

Annual increase in the number and percent of LEP students **making progress** in learning English

The LEA has met AMAO I if...

At least **47%** of K-12 LEP students had an overall/composite performance increase of **12 or more scale score points** from Spring 2010 to Spring 2011

***This target will increase by 2% annually**

AMAO II

Annual increase in the number and percent of LEP students reaching **attainment** of English proficiency

The LEA has met AMAO II if...

At least **12%** of K-12 LEP students who scored a Level 1-4 on LAS Links in Spring 2010 increased to attain an overall/composite Level 5, with **at least a Level 4 in each language domain** (listening, speaking, reading, and writing) in Spring 2011

***This target will increase by 1% annually**

AMAO III

Making **Adequate Yearly Progress (AYP)** for LEP students

The LEA has met AMAO III if...

They met AYP for the LEP sub-group

***If the LEA does not have an LEP sub-group, AMAOs are determined based on AMAO I and AMAO II only**

Key Points Regarding AMAOs


- AMAO I increases annually by 2% and AMAO II increases annually by 1%
- AYP sub-group determinations require a minimum of 30 students
- No LEP students are excluded based on English proficiency level or other factors for AMAO I and II
- A student may be counted in all three AMAOs if the student meets the criteria of each category

Continued...

- For students who move to a new school corporation in between Spring LAS Links testing dates, AMAO determinations are based on the LEA where the student tested for the second data point
- Students who have only 1 data point are not counted in AMAO determinations
- AMAO determinations are based on the **two** most recent LAS Links administrations and AYP data from the **current** school year

Non-Public Schools and Consortiums

- Non-Public Schools are **not** responsible for AMAOs
- For Consortia's, AMAO determinations and performance reports are made for the individual member school corporation having at least 10 students and two data points
- AMAO determinations and performance reports are also made for the Consortium as a whole. If one member of the consortium has not met AMAOs, the whole Consortium is considered to not have meet AMAO targets
- But, sanctions for not meeting AMAO targets are held at the responsible school corporation level



What Happens if a Corporation Does Not Make AMAOs?

Overview

Year	Action Taken
Each Year AMAOs Are Not Met	Parent notification letter within 30 days of receiving the AMAO report
Two <u>Consecutive</u> Years	Improvement Plan
Four <u>Consecutive</u> Years	Program Modifications or SEA funding review and replacement of staff

***Action is required if any of the AMAOs are not met**

Each Year AMAOs Are Not Met

- Each school corporation that has not met AMAO targets is responsible for informing parents no later than 30 days after receiving the report
- “The information required to be provided...to a parent shall be provided in an understandable and uniform format and, to the extent practicable, in a language that the parent can understand.”

Two Consecutive Years

“If a State educational agency determines, based on annual measureable achievement objectives...that an eligible entity has failed to make progress toward meeting such objectives for 2 consecutive years, the agency shall require the entity to develop an improvement plan that will ensure that the entity meets such objectives. The improvement plan shall specifically address the factors that prevented the entity from achieving such objectives.”

Continued...

During the development and implementation of the Improvement Plan, the SEA will:

- Provide technical assistance to the entity and schools within the entity
- Develop, in consultation with the entity, professional development strategies and activities that are scientifically based and require the entity to use the strategies and activities
- Develop, in consultation with the entity, a plan to incorporate scientifically based strategies and methodologies to improve the specific program or method of instruction that is provided to limited English proficient children

Four Consecutive Years

If the SEA determines a corporation has failed to meet their AMAOs, the SEA will:

- Require the entity to modify their curriculum, program or method of instruction

OR

- Make a determination whether the entity shall continue to receive funds

AND

- Require such entity to replace educational personnel relevant to the entity's failure to meet such objectives

Key Points Regarding AMAO Sanctions

- AMAO sanctions are implemented immediately
- AMAOs requirements are based on consecutive years. For example, a corporation must not make AMAOs for two years in a row before they would be required to make an improvement plan

Continued...

- AMAO sanctions can be “reset” if a corporation comes into compliance. For example:

Academic Year	AMAOs Met?	Action
2006-2007	NO	None
2007-2008	NO	Improvement Plan: Failure to meet AMAOs for two consecutive years
2008-2009	YES	N/A- Improvement plan no longer required
2009-2010	NO	None
2010-2011	NO	New Improvement Plan: Failure to meet AMAOs for two consecutive years

When are AMAO Reports Distributed?

- AMAO reports are sent out in the Fall of each school year after AYP calculations have been finalized
- For consortia's, the individual school report and the whole-group consortium report are sent to the consortium lead or fiscal agent who is responsible for sharing the reports with the member school corporations

What Should AMAO Data Be Used For?

- **ALL** teachers and classified staff that work with LEP students should know what AMAOs are. Each year, they should be informed of whether or not AMAOs were met
- Corporations should use their AMAO data to determine instructional and assessment decisions for LEP students



Corporation Example

The following is an example as to how corporations can use their AMAO data effectively

- Your corporation receives their AMAO report in the fall and it reveals the following information:

AMAO	Objective Met?
AMAO I: Making Progress	YES
AMAO II: Attainment of Proficiency	NO
AMAO III: AYP	YES

What Does This Report Mean?

- While your corporation has made AMAO I and AMAO III, you did not make AMAO II: Attaining Proficiency and therefore did not meet AMAOs for that school year

Remember:

AMAO II requires students who scored a Level 1-4 on LAS Links to attain an overall/composite Level 5, with **at least a Level 4 in each language domain** (listening, speaking, reading, writing and comprehension)

- Typically, students who are at a Level 4 will be the ones to attain Level 5, Fluent English Proficient, but there have been instances where Levels 1-3 have reached Level 5 as well



So, What Should Your Corporation Do?

1. Inform your students' parents that your corporation did not make AMAO II, no later than 30 days of receiving the report
2. Inform all teachers and classified staff what AMAOs were met and which ones were not
3. Look at your Data

Looking At Your Data...

- When looking at your LAS Links data, it reveals the following information:

Student	Overall Proficiency Score	Listening	Speaking	Reading	Writing
Student 1	4	4	4	3	4
Student 2	5	5	5	5	3

Student 1

- While Student 1 has an overall proficiency of Level 4 and hasn't yet reached a Level 5, it is important to look at their scores as they are very close to attaining proficiency. The data shows that the student is a level 4 in listening, speaking, and writing, but is a level 3 in reading.

What Should Be Done?

This data shows that the student needs a specific focus in the area of reading. Knowing this information, the student's teacher(s) would be able to implement scientifically based reading strategies, ample time for the student to read books at their level, pairing the student with strong readers and multiple exposure to varying texts.

Student 2

- Student 2 has an overall proficiency score of 5 and has scored a level 5 in listening, speaking, and reading, but has scored a level 3 in writing and therefore did not attain AMAO II. Again, remember that in order to reach AMAO II, the student would have had to earn at least a 4 in writing.

What Should Be Done?

This data shows that the student needs a specific focus in the area of writing. The data shows that the student is fluent English proficient in all categories except writing, and in fact, is only at a level 3 for this subgroup. This data indicates that the student needs help in writing in order to attain AMAO II. Knowing this information will allow the teacher to use scientifically based strategies, graphic organizers, multiple writing opportunities and pairing the student with strong writers

Why is Using this Data Helpful?

- Teachers can use AMAO and LAS Links data to inform instructional decision making
- Using AMAO and LAS Links data draws attention to the need for schools to focus the instruction on the specific language domains that students need to improve on, as opposed to the score as a whole
- The corporation can use AMAO and LAS Links data to determine what instructional decisions need to be made in order for attainment of AMAOs for the next school year

Any Questions?

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